

Health and Physical Education Learning Area

Introduction

The **Health and Physical Education Learning Area** focuses on the multiple dimensions of health and how these influence an individual's development. The World Health Organisation defines health as 'a state of complete mental, physical and social well-being and not merely the absence of disease or infirmity'. This component of the *NT Curriculum Framework* (NTCF) reflects a move towards a more holistic approach to health and physical education and the importance of taking action for life. The challenge for Health and Physical Education teachers is how to encourage our learners to maintain an active lifestyle that promotes health and vitality.

Being physically active is an achievable goal for all learners regardless of ability or disability. By instructing for increased activity, teachers can help learners leave school with positive attitudes towards regular participation in physical activity.

The valuable *Health Promoting Schools* concept supports the teaching of Health and Physical Education. Many aspects of this learning area require a whole school approach to address changes in behaviour such as bullying and, attitudes towards issues such as mental health and nutrition. Health Promoting Schools combine the elements of curriculum, school ethos/environment, and effective community links to support a consistent approach to learning. A Health Promoting School has an organised set of policies, procedures, programs and structures designed to protect and promote the health and well-being of the school community.

Strands

The concepts of the Health and Physical Education Learning Area are organised into three strands, each making an equal contribution. The components of the strands are:

Promoting Individual and Community Health

- physical, social, emotional, mental and spiritual dimensions of health and well-being
- promotion of health and well-being and disease prevention



- principles of first aid
- safety in a range of activities and settings including drug and sexuality education
- harms associated with particular situations and behaviours, and how these harms can be minimised
- knowledge and skills to plan, implement and evaluate actions to promote the health and safety of individuals, families, groups and communities
- knowledge and skills to seek help for self or others through the selection of health products, services and information
- knowledge and skills to select foods to meet nutritional needs, promote health and prevent disease.

Enhancing Personal Development and Relationships

- physical, social and emotional development throughout life
- sexuality and the challenging of stereotypes and shaping of identity
- changing roles, expectations, responsibilities and relationships
- effective relationships in such contexts as a family, school, sport or work team, peers
- understanding the significance of community values, attitudes and standards of behaviour.

Participating in Physical Activity and Movement

- movement patterns and the coordinated actions of the body in different contexts and settings
- development of knowledge, understandings and skills for a range of games, sports and physical activity
- development as a skilled participant in play, games, sports, gymnastics, aquatics, outdoor activities and recreation
- concept of health-related fitness
- benefits of physical activity
- recognition of the socio-cultural and environmental factors affecting participation in physical activity.

Elements

The concepts of the three strands are further organised into elements.

Strands	Elements
Promoting Individual and Community Health	Individual and Community Health and Safety Learners focus on developing the actions needed to maintain and promote personal health and safety and the services available in the community to promote health and safety.
Enhancing Personal Development and Relationships	People and Food Learners focus on developing strategies to optimise their personal food intake to benefit their health and well-being. Human Development Learners focus on the physical, social and emotional changes that occur throughout life and developing the skills to maintain relationships in a range of groups.
Participating in Physical Activity and Movement	Movement Learners focus on developing movement sequences. Games Learners focus on developing the motor skills to participate proficiently, fairly and safely in games and sports. Fitness Learners focus on developing ways to improve and maintain aspects of fitness, such as cardio-respiratory, flexibility and strength. Participation Learners focus on developing strategies to increase participation in physical activity.

Sensitive Issues in the teaching of Health and Physical Education

A number of sensitive issues exist within the Health and Physical Education Learning Area where the partnership between the school and home is particularly important. Care needs to be taken to ensure all community groups' customs and practices are considered and classroom programs are modified accordingly. The principal should be consulted to clarify departmental or school policy, guidelines or procedures that should be adhered to.

Strands and Links	Learners demonstrating evidence of KGP 1	Learners demonstrating evidence of Key Growth Point 2	Learners demonstrating evidence of Key Growth Point 3
Promoting Individual & Community Health Links EsseNTial Learnings: In 4, In 5, Con 1 Learning Areas: SOSE, Technology and Design Perspectives: Literacy, Numeracy	HP KGP1.1 Individual and Community Health and Safety participate in assisted self-care activities and acknowledge carers HP KGP1.2 People and Food use their senses to explore a range of textures, environments and flavours associated with food.	HP KGP2.1 Individual and Community Health and Safety demonstrate self-care skills, identify ways of staying safe and indicate people who can help to keep us safe and well HP KGP2.2 People and Food participate in activities associated with food.	HP KGP3.1 Individual and Community Health and Safety describe and demonstrate actions and identify the people and products needed to maintain and promote health and safety HP KGP3.2 People and Food prepare and try a variety of foods and discuss ways to group them.
Enhancing Personal Development & Relationships Links EsseNTial Learnings: In 2, In 6, Collaborative Learner, Con 3 Learning Areas: SOSE, The Arts Perspectives: Literacy, Numeracy, Vocational Learning	PD KGP1.1 Human Development recognise features of themselves and respond to significant people in their lives.	PD KGP2.1 Human Development discuss the physical stages of growth and development, identify the groups they belong to and demonstrate appropriate social conventions in these groups.	PD KGP3.1 Human Development describe how people change as they grow older and demonstrate skills needed to initiate and maintain relationships in various groups.
Participating in Physical Activity & Movement Links EsseNTial Learnings: In 4, Col 3, Con 3 Learning Areas: SOSE, Technology and Design, The Arts Perspectives: Literacy, Numeracy	PA KGP1.1 Movement engage in activities in a structured environment using a range of body movements PA KGP1.2 Games co-actively participate in a range of appropriate games PA KGP1.3 Fitness participate in activities that explore the use of their bodies and senses. PA KGP1.4 Participation respond to physical activity.	PA KGP2.1 Movement move around a structured environment and perform simple whole body movements PA KGP2.2 Games participate in organised activities where equipment is shared PA KGP2.3 Fitness participate in a variety of fun activities that encourage cardiovascular endurance PA KGP2.4 Participation participate in a range of physical activities.	PA KGP3.1 Movement demonstrate simple movement patterns using various parts of the body PA KGP3.2 Games display confidence and safe practices in sharing equipment and playing games PA KGP3.3 Fitness identify their feelings during and after activities and games in a range of environments PA KGP3.4 Participation discuss ways to ensure all the class is included in games and activities.

Learners demonstrating evidence of Band 1	Learners demonstrating evidence of Band 2	Learners demonstrating evidence of Band 3	Strands and Links
<p>HP 1.1 Individual and Community Health and Safety apply basic elements of health care and explain the importance of achieving a balance between the dimensions of health; identify health-care providers and services in the community and describe their role in keeping us healthy and safe</p> <p>HP 1.2 People and Food identify a variety of foods and their benefit to individual health and well-being.</p>	<p>HP 2.1 Individual and Community Health and Safety demonstrate ways in which health and well-being can be enhanced and maintained including investigating products, services and information</p> <p>HP 2.2 People and Food investigate nutritional value and costs of meals.</p>	<p>HP 3.1 Individual and Community Health and Safety analyse images of health, develop strategies to promote personal safety and well-being and investigate the health services available to different groups in the community</p> <p>HP 3.2 People and Food plan strategies for optimising personal food intake.</p>	<p>Promoting Individual & Community Health</p> <p>Links</p> <p>EsseNTial Learnings: In 4, In 5, Constructive Learner</p> <p>Learning Areas: SOSE, Technology and Design</p> <p>Perspectives: Literacy, Numeracy</p>
<p>PD 1.1 Human Development compare people at different stages of development, identify the qualities of healthy friendships and participate in activities that encourage cooperation.</p>	<p>PD 2.1 Human Development identify the changes in growth and development that occur throughout life and identify factors that enhance personal relationships.</p>	<p>PD 3.1 Human Development identify the physical, social and emotional changes that occur during puberty and plan actions to manage these changes; explain how taking on different roles affects relationships and behaviours.</p>	<p>Enhancing Personal Development & Relationships</p> <p>Links</p> <p>EsseNTial Learnings: In 2, In 4, In 5, In 6, Collaborative Learner, Con 3</p> <p>Learning Areas: SOSE, The Arts</p> <p>Perspectives: Lit, Num, LT, Vocational Learning</p>
<p>PA 1.1 Movement use simple movement sequences individually, in groups or teams</p> <p>PA 1.2 Games demonstrate basic motor skills in using equipment safely in a variety of play activities and games</p> <p>PA 1.3 Fitness compare aspects of both short and continuous periods of exercise on self and others</p> <p>PA 1.4 Participation identify ways of increasing own participation in physical activity.</p>	<p>PA 2.1 Movement demonstrate control in performing sequences of simple movement patterns</p> <p>PA 2.2 Games apply motor skills with equipment in skill activities and minor games using safe and fair practices</p> <p>PA 2.3 Fitness actively participate in activities designed to develop aspects of fitness, such as cardio-respiratory, flexibility and strength</p> <p>PA 2.4 Participation identify and discuss physical activities that family and friends participate in to be physically active.</p>	<p>PA 3.1 Movement safely perform movement sequences incorporating equipment and displaying consistency and control</p> <p>PA 3.2 Games perform motor skills proficiently and participate fairly and safely in modified games and sports</p> <p>PA 3.3 Fitness actively participate in a range of games, activities and sports that develop aspects of fitness</p> <p>PA 3.4 Participation explore influences that affect their own and others' participation in physical activity.</p>	<p>Participating in Physical Activity & Movement</p> <p>Links</p> <p>EsseNTial Learnings: In 4, Col 3, Con 3</p> <p>Learning Areas: SOSE, Technology and Design, The Arts</p> <p>Perspectives: Literacy, Numeracy, Environmental</p>

Strands and Links	Learners demonstrating evidence of Band 4	Learners demonstrating evidence of Band 5	Learners demonstrating evidence of Beyond Band 5
Promoting Individual & Community Health Links EsseNTial Learnings: In 4, In 5, Constructive Learner Learning Areas: SOSE, Technology and Design Perspectives: Literacy, Numeracy, Learning Technology, Vocational Learning	HP 4.1 Individual and Community Health and Safety evaluate behaviours, situations and programs that recognise community health needs including substance use and lifestyle choices, and explain their influence on personal and community safety and well-being HP 4.2 People and Food take action to address a nutrition issue in order to promote the health of the school or community.	HP 5.1 Individual and Community Health and Safety develop and act on a personal health and safety plan and evaluate community initiatives to promote health and safety HP 5.2 People and Food analyse the relationship between human growth, activity and food needs at different stages in life.	HP 5+.1 Individual and Community Health and Safety evaluate initiatives in health care, health promotion and safety based on a balanced assessment between prevention and treatment, and between personal and group responsibility, for health and safety HP 5+.2 People and Food critically analyse trends in eating behaviours and address an area of concern related to current trends in eating and planned diets.
Enhancing Personal Development & Relationships Links EsseNTial Learnings: In 4, In 5, In 6, Collaborative Learner, Con 3 Learning Areas: SOSE, The Arts Perspectives: Literacy, Learning Technology, Vocational Learning	PD 4.1 Human Development describe the stages of development in terms of sexual maturation, and develop and explain self-management skills that will assist in coping effectively in a range of situations including changes in development and relationships.	PD 5.1 Human Development demonstrate self-management skills that enable them to make informed decisions for healthy living, and exhibit attitudes and values that promote personal health and well being within family, personal and community relationships.	PD 5+.1 Human Development explore different beliefs, theories and information about human development and sexuality and the influence on relationships of different cultural and personal understandings and beliefs.
Participating in Physical Activity & Movement Links EsseNTial Learnings: In 4, Col 3, Con 3 Learning Areas: Science, SOSE, Technology and Design, The Arts Perspectives: Literacy, Numeracy, Environmental	PA 4.1 Movement develop coordinated actions of the body by performing and modifying movement sequences PA 4.2 Games devise and implement strategies and safe practices in games, using and adapting a range of complex motor skills PA 4.3 Fitness analyse their own and others' views about fitness and plan their own fitness program PA 4.4 Participation plan strategies to ensure own ongoing participation in a variety of physical activities.	PA 5.1 Movement perform movement skills at a level for confident and competent participation in physical activity PA 5.2 Games demonstrate strategies and tactics in games and sports to optimise performance and display leadership and collaboration skills in group and team situations PA 5.3 Fitness actively participate in activities designed to promote health-related fitness, such as flexibility exercises and cardio-respiratory endurance activities PA 5.4 Participation devise strategies to promote and encourage community involvement in physical activity.	PA 5+.1 Movement evaluate the movement performance of others and provide feedback on how to improve a component of a movement pattern PA 5+.2 Games critically evaluate the skills and strategies used in a sport; devise and implement a game plan for an individual or a team physical activity PA 5+.3 Fitness investigate how different components of fitness contribute to the well-being of people at different stages of their lives PA 5+.4 Participation evaluate the factors that influence individual and community views on sport, recreation and leisure.

Promoting Individual and Community Health

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

HP KGP1.1 Individual and Community Health and Safety

participate in assisted self-care activities and acknowledge carers

HP KGP1.2 People and Food

use their senses to explore a range of textures, environments and flavours associated with food.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

Individual and Community Health and Safety

- tolerate an appropriate person assisting them to carry out self-care activities, eg cleaning teeth, washing, personal hygiene tasks, meal assistance **[LS]**
- use verbal and/or non-verbal responses to indicate feelings, eg discomfort, enjoyment, feeling unwell, overstimulated, relaxed
- ask for assistance from carer, verbally or non-verbally **[LS]**
- recognise familiar health care workers and carers, eg therapists, nurse, doctor, parents, family **[Con 1] [SOSE-Soc]**.

People and Food [T&D]

- explore a range of foods using touch, taste and smell
- indicate food preference from a given selection, eg reach for foods and drink
- communicate the need for food or drink, verbally or non-verbally
- anticipate the next bite or sip during meal times
- adjust body position during meal times, eg head position, eye contact, mouth position
- visit a range of food outlets, eg butcher, grocery store, eatery places where bush foods are found **[ILC]**.

Links

EsseNTial Learnings:
In 4

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy,
Numeracy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

HP KGP2.1 Individual and Community Health and Safety

demonstrate self-care skills, identify ways of staying safe and indicate people who can help to keep us safe and well

HP KGP2.2 People and Food

participate in activities associated with food.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

Individual and Community Health and Safety [In 5] [Lit-LS]

- perform self-care activities when cued, eg nose blowing, hygiene practices, toileting, showering
- cooperate with others in meeting personal health care needs, eg follow instructions when medical therapy or treatment is being administered
- explain the need for safety rules in the classroom, playground and at home
- recognise personal space and identify and express personal rights using gestures or verbal/non-verbal responses, eg 'I don't like that!'
- use the face, voice and body to express emotions/feelings, eg anger, excitement, joy, embarrassment, jealousy, disappointment **[Arts-Res]**
- discuss who would be the appropriate person to approach for help when sick, hurt, scared or have a problem, eg teachers, front office personnel, peers, doctor, health worker, dentist, family members **[Con 1] [SOSE-Soc] [Lit-LS]**.

People and Food [T&D]

- identify and classify familiar foods, eg fruits, meats, canned food, frozen food, food packaged in a box
- taste a variety of foods and classify, eg like or dislike, sound they make when chewed, soft or hard
- cooperate in group activities involving familiar food, eg cooking, tasting **[Col 3]**
- go on hunting trips for bush foods **[ILC]**.

Links

EsseNTial Learnings:
In 4, Con 1, Con 2

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy,
Numeracy

Promoting Individual and Community Health

Links

EsseNTial Learnings:

In 4, Con 1, Con 2

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy, Numeracy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

HP KGP3.1 Individual and Community Health and Safety

describe and demonstrate actions and identify the people and products needed to maintain and promote health and safety

HP KGP3.2 People and Food

prepare and try a variety of foods and discuss ways to group them.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

Individual and Community Health and Safety [In 5] [Lit-LS]

- select appropriate products and identify and adopt habits to promote personal hygiene, eg hand washing, tooth brushing, nose blowing
- describe how to be healthy, eg wear hat and sunscreen, play games with friends
- recognise the importance of sun safety and take action to protect self, eg hat, sunscreen
- recognise dangerous situations and seek help, eg someone in difficulty in the water
- explain the purpose of safety equipment and ways to identify, avoid, manage or escape emergency or risk situations, eg wearing a seat belt, bike helmet, fire safety plan, crossing a busy road
- follow safety/emergency signs and procedures with cues, eg fire drills, pedestrian crossings [Lit-RV]
- demonstrate making an emergency telephone call for assistance, eg dial 000, speak clearly
- recognise key individuals in the community who assist in keeping us safe and well, and demonstrate how to ask an appropriate person for help when sick, hurt, scared or have a problem, eg teacher, front office personnel, peers community health worker, police officer [Con 1] [SOSE-Soc]
- recognise the body's reactions to different situations, eg butterflies in stomach, heart beating faster
- talk about body contacts that make them feel good and those that make them feel uncomfortable
- express feelings and personal rights in a safe and socially acceptable manner, eg 'I don't like that.'
- compare the difference between helpful and harmful substances and recognise symbols to identify dangerous substances, eg symbol for poison [Con 1] [SOSE-Soc] [Lit-RV]
- classify bush plants that can be eaten and those that cannot [ILC].

People and Food [T&D]

- identify a range of foods and group them according to where they originate, eg dairy products-cows, eggs-hens
- share in preparing and eating foods linked to particular occasions or events, eg lunch, party, bush trip
- demonstrate hygiene practices during food preparation.

Promoting Individual and Community Health

OUTCOMES

Learners demonstrating evidence of **Band 1**

HP 1.1 Individual and Community Health and Safety

apply basic elements of health care and explain the importance of achieving a balance between the dimensions of health; identify health-care providers and services in the community and describe their role in keeping us healthy and safe

HP 1.2 People and Food

identify a variety of foods and their benefit to individual health and well being.

Links

EsseNTial Learnings:
In 4, Con 1, Con 2

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy, Numeracy


INDICATORS

Learners demonstrating evidence of **Band 1** for example

Individual and Community Health and Safety [In 5] [Lit-LS]

- explain the importance of each dimension of health and talk about the consequences of having an imbalance in the dimensions of health, eg having no friends makes you feel lonely, not wanting to play if you are feeling sick
- recognise surroundings and areas of danger or risk, eg storm water drain, savage dog in yard, busy road **[Con 4]**
- demonstrate procedures for responding to minor injuries, such as band aid, ice and discuss safe storage of medicines, chemicals, cleaning products
- identify and apply rules for safe activities in familiar settings, eg water/bike/pedestrian safety, game rules, pool safety, safety at home and school **[VL]**
- demonstrate what to say/do when someone looks at, talks to or touches them in a way that makes them uncomfortable, and identify trustworthy people to tell about such situations, eg parents, teachers, school based constable
- investigate health-care providers and health services available in the community, eg dentist, doctor, chemist, community health worker, health clinic, safety house **[Con 1] [SOSE-Soc] [Lit-W] [LT-R] [VL]**
- explain why some health products are available only from a chemist or on a doctor's prescription, eg the danger of poisoning, the importance of precise measurement **[Con 1] [SOSE-Soc]**
- name some common bush medicines **[ILC]**.

People and Food [T&D]

- classify a variety of foods using a food group selection model, eg The Food Star, The Plate Model
- describe and categorise foods available in local environments and the importance of eating a variety of foods **[LT-P]** 
- share in preparing and eating a variety of foods including some that may be new to them
- explain how food is fuel for the body, eg the importance of eating breakfast, food for activity **[LT-P]**.

Promoting Individual and Community Health

Links

EsseNTial Learnings:
In 4, Con 1, Con 2

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy, Numeracy

OUTCOMES

Learners demonstrating evidence of **Band 2**

HP 2.1 Individual and Community Health and Safety

demonstrate ways in which health and well-being can be enhanced and maintained including investigating products, services and information

HP 2.2 People and Food

investigate nutritional value and costs of meals.



INDICATORS

Learners demonstrating evidence of **Band 2** for example

Individual and Community Health and Safety [In 5] [Lit-LS]

- discuss the dimensions of health and their importance for overall well-being, eg getting plenty of rest, being happy, participating in physical activities
- distinguish health concerns they can manage on their own and those needing professional care
- explain familiar medical conditions and allergic reactions to medication/foods and others
- recognise and express appropriately feelings, eg happiness, anger, frustration, disappointment
- identify situations and circumstances that cause stress and describe ways of dealing with stressful situations, eg new school, bullying, talking in front of the class, change in parental occupational status [VL]
- recognise the different types of bullying, give examples of bullying behaviour, eg teasing, exclusion, and explore ways of dealing with bullies and giving support to friends
- respond appropriately to potentially dangerous situations, eg tell an adult, walk away, assertive response
- compare the effects of helpful and harmful substances, eg medicines, tobacco, alcohol, petrol
- locate services in the community that have been developed to address health issues, eg rubbish removal; police, fire and emergency services [Con 1] [Con 3] [SOSE-Soc] [LT-R]
- formulate practical action plans for emergency situations in familiar settings, eg jelly fish stings, dehydration, accident whilst camping/fishing, accidents in the home or playground [Constructive Learner] [SOSE-Soc] [LT-P].

People and Food [Con 2] [T&D]

- use a food group selection model to make judgments about food in a particular meal, eg breakfast
- suggest alterations to a particular meal and justify with reference to health issues
- plan and prepare an uncooked meal for themselves and make judgments about ease of preparation, meal satisfaction and nutritional value
- discuss the nutritional value of a take away meal and suggest ways of improvement, eg add a salad or piece of fruit
- compare typical meals from different ethnic groups and discuss nutritional value [LT-R]  
- devise a shopping list for a particular meal and investigate the cost [Num-NS] [LT-P]
- develop a food chart of local bush foods available in each season [ILC].

Promoting Individual and Community Health

OUTCOMES

Learners demonstrating evidence of **Band 3**

HP 3.1 Individual and Community Health and Safety

analyse images of health, develop strategies to promote personal safety and well-being and investigate the health services available to different groups in the community

HP 3.2 People and Food

plan strategies for optimising personal food intake.

Links

EsseNTial Learnings:
In 4, Con 1, Con 2

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy, Numeracy

INDICATORS

Learners demonstrating evidence of **Band 3** for example

Individual and Community Health and Safety [In 5]

- describe the images of health in the media, eg sporting heroes, elite athletes, magazine models **[LT-R]**
- generate personal health goals based on what it means to be healthy, and take action to achieve the goals, eg eat breakfast daily, get plenty of sleep, participate in physical activity, hunting and gathering activities **[In 2] [LT-P]**
- explain the effects of bullying on the health of victims and practise strategies for being assertive when being bullied, eg assertive response, distract or use humour, ask friends or relatives for support **[VL]**
- describe strategies to respond to situations that are potentially unsafe, harmful or risky in a range of settings and activities
- identify types of drugs in our society and discuss their use and the effects on one's health, eg prescription/antibiotics, legal/age-restricted, illegal, over the counter
- describe the stress response, how it influences reactions and performance, and develop strategies for managing or reducing stress, eg go for a walk, talk to a friend, listen to music, exercise **[VL]**
- demonstrate first aid principles, eg to deal with insect bites, minor cuts, sprains, bruising
- research a community health service or contact appropriate agencies/identify sources that can provide current, reliable advice on health and lifestyle issues **[Con 1] [Con 3] [SOSE-Soc] [Lit-RV]**
- identify laws that have been developed to reduce injury/disability or death, eg bike helmets, seat belts, smoke-free areas, riding in the back of utilities, driving under the influence of alcohol, workplace safety laws **[Con 1] [Con 3] [SOSE-Soc] [VL]**
- identify safety equipment, rules and procedures to be followed for various recreational and sporting activities **[Con 1] [Con 3] [SOSE-Soc] [VL]**.

People and Food [Con 1] [Con 2] [T&D]

- identify sources of information on food and evaluate the credibility of the sources and the reliability of the information, eg low fat, 'lite', sugar-free, additives **[LT-R]**
- plan a balanced food intake for the day **[LT-P]**
- discuss geographical and seasonal factors that limit access or increase cost to certain types of food **[SOSE-Soc]**
- classify different aspects of traditional food. **[ILC]**

Promoting Individual and Community Health

Links

EsseNTial Learnings:

In 4, Con 1, Con 2

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy, Numeracy, Learning Technology

OUTCOMES

Learners demonstrating evidence of **Band 4**

HP 4.1 Individual and Community Health and Safety

evaluate behaviours, situations and programs that recognise community health needs, including substance use and lifestyle choices, and explain their influence on personal and community safety and well-beings

HP 4.2 People and Food

take action to address a nutrition issue in order to promote the health of the school or community.


INDICATORS

Learners demonstrating evidence of **Band 4** for example

Individual and Community Health and Safety [In 5] [VL]

- analyse the inter-relationship of the dimensions of health and the importance of maintaining a balance between them, eg home, school, workplace
- set goals and make plans to achieve a healthy lifestyle, eg personal fitness plan, time management
- discuss the influence of individual behaviour on major causes of illness/injury and prevention strategies, eg heart disease, diabetes, mental illness, HIV, hepatitis strains, physical disabilities, stress
- explore and identify the range of mental health issues relevant to youth, eg stigma, support **[Con 4]**
- identify that grief reactions involve thoughts, feelings, behaviours and bodily reactions
- identify strategies for coping with loss
- assess the degree of risk associated with an activity or situation, eg poor diet, drink driving, smoking; and propose a suitable response, eg participate in education or awareness programs
- explain how taking risks can have future consequences and affect future judgments, eg disabilities
- discuss threatening situations that could occur at home, school, work, outdoors and compare responses
- develop basic first aid skills needed in a range of emergency situations, eg heart attack
- research the short/long-term effects of drug use, eg alcohol, tobacco, other drugs relevant to setting.
- devise action plans to respond to peer group influence, eg alcohol and other drugs, eating fast food
- identify positive and negative aspects of risk-taking and devise strategies to minimise harm
- describe the work of government and non-government organisations concerned with promoting a healthy community, eg Heart Foundation, Cancer Council, Work Health Authority, Indigenous health organisations **[Con 3] [SOSE-Soc]**
- compare modes of transmission of diseases in the community, eg airborne, blood borne viruses
- examine how group behaviour influences patterns of injury/disabilities or death, eg alcohol misuse and road accidents, risk taking and disabilities, drug abuse and mental illness, poor diet/lifestyle choices and cardio vascular disease **[Con 3] [SOSE-Soc]**
- investigate the laws relating to alcohol and other drug use **[SOSE-Soc]**
- identify a variety of social, physical and economic problems associated with the abuse of alcohol, tobacco and other drugs, nutrition and heart disease **[Con 3] [SOSE-Soc]**
- classify different parts of bush plants that can be used for medicinal purposes **[ILC]**
- identify Aboriginal careers and role models linked to healthy lifestyles, eg sport and sports medicines, dancers, community leaders, health workers, healers, nurses and doctors.

People and Food [T&D-Pr] [T&D-Cri]

- identify and explain the major nutrient requirements for adolescent growth and activity
- discuss the relationship between physical activity, food intake, growth and development
- design and cost a weekly meal plan **[Num-N]**
- identify food consumed in one day and make judgments concerning a food group selection model and major nutritional requirements
- prepare and cook one-course meals and snacks suited to food needs and social/cultural contexts
- research and take action to address a nutrition-related issue in the school or community, high fat content in food, heart disease **[Con 3] [Lit-RV]**
- investigate a balanced diet that includes store-bought foods and local bush foods .

Promoting Individual and Community Health

OUTCOMES

Learners demonstrating evidence of **Band 5**

HP 5.1 Individual and Community Health and Safety

develop and act on a personal health and safety plan and evaluate community initiatives to promote health and safety

HP 5.2 People and Food

analyse the relationship between human growth, activity and food needs at different stages in life.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

Individual and Community Health and Safety [In 5] [VL]

- analyse the contribution to and impact of a range of social, cultural, environmental and political factors on health, (eg age, construction of gender, culture, nationality, income, employment status, ability, location) and suggest ways these factors could be used to encourage health promoting behaviours
- investigate and take action in relation to a health issue for self or family, eg obesity, fitness
- compare communicable and non-communicable diseases, eg influenza, HIV/AIDS, hepatitis strains, cancers, cardio vascular disease
- identify components of long-term mental health and develop strategies to maintain health
- develop criteria to help determine when 'something is not quite right' with self, a friend, colleague or relative, and identify when to seek help from a counsellor, trusted adult or a health care professional
- devise strategies for supporting a friend or family member who is 'feeling down'
- identify the likely grief response to expected and unexpected death
- describe the effect on the community of laws, programs and services which are designed to promote safety/healthy environments and protect people's health, eg Occupational Health And Safety Act [SOSE-Soc]
- identify major causes of illness, injury and death and the groups most affected in Australia, (eg diabetes, heart disease, depression) and suggest prevention strategies [SOSE-Soc]
- engage in activities that de-stigmatise mental illness and physical disabilities
- discuss how people from different cultural/religious backgrounds may cope differently with loss ☯.
- describe initiatives or programs developed by the community to promote health and safety, and prevent/reduce illness and injury, eg Active Australia, Jump Rope for Heart, Living With Alcohol
- identify potentially hazardous environments and propose strategies that promote safe environments, eg improve street lighting, work safety clothing, use of safety equipment in outdoor activities
- discuss the role of emergency services and further develop first aid skills needed to offer immediate assistance in an emergency, eg CPR for heart attack, drowning
- identify and analyse the services available to support specific needs in the mental and physical health of young people
- discuss and practise strategies individuals can utilise in seeking help regarding health concerns for self/ others [In 5]
- investigate and propose action which will minimise the harm associated with potentially dangerous situations, eg alcohol and other drugs, workplace safety plans, various outdoor activities
- research the impact of legal and non-legal drugs on society, eg cost, family breakdown, workplace
- research ways that bush medicines and traditional healing practices can be used in conjunction with Western medicine ☯
- investigate contemporary Aboriginal community strategies for promotion of good health, preventing substance abuse, healthy babies, anger management, healing, bush foods etc ☯.

Links

EsseNTial Learnings:

In 4, Constructive Learner

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy, Numeracy, Learning Technology

People and Food [T&D-Pr] [T&D-Cri]

- analyse trends in food selection, eating behaviour and diet and develop healthy ways to address current trends and areas of concern in eating and diet
- plan a strategy to establish a school-based group to promote a healthy school environment
- explain special ways for cooking, cutting and sharing traditional foods [ILC]
- perform hunting activities in ways that are appropriate to local cultural traditions [ILC].

Promoting Individual and Community Health

Links

EsseNTial

Learnings:

In 4, Constructive Learner.

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy, Numeracy, Learning Technology

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

HP 5+.1 Individual and Community Health and Safety

evaluate initiatives in health care, health promotion and safety based on a balanced assessment between prevention and treatment, and between personal and group responsibility, for health and safety

HP 5+.2 People and Food

critically analyse trends in eating behaviours and address an area of concern related to current trends in eating and planned diets.

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Individual and Community Health and Safety [In 5] [SOSE-Soc] [VL]

- identify the causes and/or symptoms of mental illness, eg anxiety disorders, depression, schizophrenia, eating disorders, bipolar mood disorder
- explore the myths and facts relating to mental illness and disabilities
- discuss how community views have influenced self-image and employment of people experiencing a disability, eg mental illness
- discuss the physical and emotional risk in challenging pursuits and outline positive outcomes
- analyse some common definitions of health and their impact on individuals at different stages of life and from different cultures, eg World Health Organisation definition
- identify support personnel in the school and community who can help in the areas of mental health
- discuss the factors that influence the allocation of funds to treatment facilities rather than health promotion
- analyse the effectiveness of interventions that use a risk factor focus as opposed to broad-based community interventions, eg cancer, heart disease, asthma
- debate whether screenings for early detection of illness should be compulsory at specific ages, eg cancer, cholesterol, blood pressure
- establish a safe environment by identifying local hazards, assessing the level of risk and planning strategies to manage the hazards
- plan a strategy for a community action plan to manage identified hazards, eg enhancing resiliency, safe pathways to schools
- investigate health care issues for particular groups in the community, eg need for Aboriginal female health care workers, taking preventative and health care education to Aboriginal people, building on traditional knowledge

People and Food [T&D-Pr] [T&D-Cri]

- use recommended dietary intakes of nutrients to make suggestions for food and meals to suit various stages of life
- reflect on the success of strategies to promote healthy eating, eg osteoporosis campaign
- set goals related to promoting healthy eating, and justify in terms of implications for health and possible economic consequences of diet-related diseases, eg Cardio Vascular Disease
- research and report on the ways some weight-loss campaigns target females and/or males
- critically analyse the impact of the past 100 years of NT history on the health of local Aboriginal people from disease, violence, effects of 'tea, white flour and white sugar' rations, fast foods, sedentary lifestyle, removal from land and family, to reclaiming culture, land, language, traditions, customs and possible futures

Enhancing Personal Development and Relationships

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

PD KGP1.1 Human Development

recognise their own features and respond to significant people in their lives.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

Human Development

- recognise themselves in photographs or mirror
- participate in activities, songs, games, rhymes and tasks which involve indicating and/or using their own physical features and body parts **[Arts-Res]**
- physically respond to own name, skin name, eg turn head, eye contact, point, vocalise, change facial expression, other consistent responses
- recognise themselves and familiar others in photographs of home and school events
- respond to familiar people in their lives, eg turn head, eye contact, track voices/ movement, point, vocalise, change facial expression, other consistent responses **[Col 3]**
- respond to greetings in a consistent way
- respond verbally or non-verbally to a shared activity, eg cry, laugh.

Links

EsseNTial Learnings:
In 6

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy,
Numeracy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**


PD KGP2.1 Human Development

discuss the physical stages of growth and development, identify the groups they belong to and demonstrate appropriate social conventions in these groups.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

Human Development

- compare self now to when younger, eg what could/couldn't do, getting taller, feet getting bigger
- identify different body parts using appropriate names and describe features of the human body, eg colour of eyes, hair
- identify the nature of relationships with family members and significant others, eg carers, school staff 
- describe themselves as belonging to various groups, eg family, class, skin groups, extended family groups **[Col 3] [VL]**
- discuss friendship qualities, eg someone to play with, share things with **[Col 3]**
- demonstrate age appropriate social conventions when interacting with peers and familiar adults, eg turn taking, sharing, personal space, making requests, saying 'no' **[Col 3] [VL]**
- explain school rules and talk about other rules, eg at home, in the community **[VL]**.

Links

EsseNTial Learnings:
In 6

Learning Areas:
SOSE- Soc,
Arts-Res

Perspectives:
Literacy,
Numeracy

Enhancing Personal Development and Relationships

Links

EsseNTial
Learnings:
In 6

Learning Areas:
SOSE-Soc

Perspectives:
Literacy,
Numeracy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**


PD KGP3.1 Human Development

describe how people change as they grow older and demonstrate skills needed to initiate and maintain relationships in various groups.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

Human Development

- identify and represent physical changes of growth and major stages of development, eg baby, child, teenager, grown up, old person **[Arts-CrA]**
- record their own growth, eg maintain growth charts using strips of paper **[Num-MDS] [LT-P]**
- identify similarities and unique characteristics of different people and describe themselves using categories, eg age, physical characteristics, likes and dislikes, abilities, achievements, country of birth **[VL]**
- describe the groups they belong to and the types of relationships in these groups, eg family, recreational groups, skin groups and clan groups **[Col 3] [VL]** 
- discuss a range of activities and behaviours as right or wrong, good or bad, (eg complementing each other, teasing) and the reasons for classifying them as such **[VL]**
- offer reasons why there may be different rules for children and adults **[VL]**
- talk about important laws of family relationships **[ILC]**.

OUTCOMES

Learners demonstrating evidence of **Band 1**




PD 1.1 Human Development

compare people at different stages of development and identify the qualities of healthy friendships and participate in activities that encourage cooperation.

INDICATORS

Learners demonstrating evidence of **Band 1** for example:

Human Development

- describe and compare the different stages of development, eg birth, toddler, school age, adolescent, adult **[LT-S]**
- explain how physical similarities and differences make people unique using age appropriate labels of body parts, eg body type, size, ability, beliefs, culture, gender, talents, fingerprint
- describe rituals and ceremonies used to acknowledge important stages in the life of individuals, eg birthdays, circumcision 
- raise some issues when people are described by reference to observable features, eg skin colour, language, dress **[Con 4]** 
- list qualities of a friend and discuss how healthy friendships contribute to feeling good about life
- explain why there are different rules and expectations in different situations and assess the purpose served by rules that help groups work together, eg class rules, rules in team sports, rules for ceremonies
- explore the right way to behave to people in their family 
- identify behaviours or situations that may cause conflict or stress and respond assertively to inappropriate behaviours and actions of others, eg pushing in, not taking turns or sharing teasing **[In 5]**.

Links

EsseNTial
Learnings:
In 6

Learning Areas:
SOSE-Soc

Perspectives:
Literacy,
Numeracy,
Vocational
Learning

Health and Physical Education

Outcomes and Indicators

Enhancing Personal Development and Relationships

OUTCOMES

Learners demonstrating evidence of **Band 2**



PD 2.1 Human Development

explain the changes in growth and development that occur throughout life and identify factors that enhance personal relationships.

INDICATORS

Learners demonstrating evidence of **Band 2** for example

Human Development

- explain developmental changes in humans and how these occur in a predictable sequence at different rates and ages, eg infancy, childhood, adolescence, adulthood, old age
- discuss the different body shapes and sizes of people and acknowledge and accept the differences
- discuss strategies to promote personal growth and development, eg eat healthy foods, exercise regularly, join school teams/clubs, work with others on group projects, make friends, learn a new skill, spend time with elders in the community 
- identify major influences on a person's self-concept, eg positive comments, put downs
- discuss stereotyping in relation to sexuality and explore how expectations of boys and girls influence their choices and options, eg pink/blue, birthday cards, toy catalogues, careers **[Lit-RV]**
- identify changes that can cause stress, and demonstrate positive methods of coping with stress, conflict or grief, eg moving, loss, changes in family, talking with a trusted adult, listening to music, physical activity **[In 5]**
- describe the effects behaviours such as bullying and teasing have on individual and group performance **[Col 2]**
- discuss how different attitudes and beliefs about people influence personal relationships and community harmony
- explore family relationships in the community, eg construct a mind map or diagram of their family .

Links

EsseNTial Learnings:
In 6

Learning Areas:
SOSE-Soc

Perspectives:
Literacy,
Numeracy,
Learning
Technology,
Vocational
Learning

Enhancing Personal Development and Relationships

Links

EsseNTial Learnings:
In 6

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy,
Learning
Technology,
Vocational
Learning

OUTCOMES

Learners demonstrating evidence of **Band 3**



PD 3.1 Human Development

identify the physical, social and emotional changes that occur during puberty and plan actions to manage these changes; explain how taking on different roles affects relationships and behaviours.

INDICATORS

Learners demonstrating evidence of **Band 3** for example

Human Development

- identify changes that occur during puberty including similarities and differences for males and females, using anatomical terminology, and describe the functions of male and female reproductive organs
- explore the terms 'sex', 'sexuality' and 'gender'
- explain how physical changes may affect individuals emotionally and socially and describe/rehearse ways of managing changes that occur during puberty, eg menstruation, emotions, facial hair
- recognise the different levels of stress and identify own ways of dealing with stressful situations, eg excessive pressure, optimal and boredom
- identify hereditary influences on body types and features, eg height of parents, eye colour, hair
- compare advantages and disadvantages of defining people in terms of their observable features and analyse stereotyping in the media, eg physical features, age, gender, nationality **[Lit-RV] [LT-S]** 
- describe different roles/responsibilities for a range of groups such as sporting team or family, and explain how individuals express their personalities as they take on different roles and responsibilities
- describe unhealthy behaviours and their affects on others, eg violence, aggression, harassment
- investigate different relationships and appropriate behaviours for these relationships, eg friends, boyfriends/girlfriends, right skin marriage partners and in-laws **[ILC]**
- explore the responsibilities that come with age and growth .

Enhancing Personal Development and Relationships

OUTCOMES

Learners demonstrating evidence of **Band 4**



PD 4.1 Human Development

describe the stages of development in terms of sexual maturation, and develop and explain self-management skills that will assist in coping effectively in a range of situations including changes in development and relationships.

INDICATORS

Learners demonstrating evidence of **Band 4** for example

Human Development

- summarise the role and impact of the endocrine system in sexual development, eg emotional fluctuations, body changes
- describe the functions of male and female reproductive organs in the process of conception and birth
- describe the process of conception control and the issue of values associated with each method
- plan and take action to eliminate or minimise the risk of contracting a sexually transmitted disease (STD), eg HIV/AIDS, hepatitis, chlamydia
- demonstrate skills involved in negotiating sexual behaviour, eg saying no, being assertive, negotiating the use of contraception **[Lit-LS]**
- identify factors that influence beliefs about gender roles and evaluate the influence that gender has on the ways that people behave and are expected to behave, eg cultural and societal norms **[VL]**
- explain the impact of gender-specific messages on healthy behaviour for males and females throughout life, eg careers, sports, education, relationships **[VL]**
- discuss cultural beliefs and standards about appropriate and acceptable sexual preferences and the ways some groups question these
- discuss the power of feelings in the expression of human sexuality
- describe healthy ways that people accept, manage or adapt to changes in relationships, eg talking with a trusted friend, keeping a journal, listening to music **[VL]**
- explain factors involved when forming, maintaining and ending close relationships and identify healthy, positive ways to end a friendship or a relationship **[VL]**
- identify family members they should look out for and ways to fulfill these responsibilities 
- explore how family and peer influences are affected by outside factors, eg advertising, video, TV, magazines .

Links

EsseNTial Learnings:
In 4, In 6

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy,
Learning
Technology

Enhancing Personal Development and Relationships

Links

EsseNTial Learnings:

In 4, In 6, Con 1, Con 2

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy, Learning Technology

OUTCOMES

Learners demonstrating evidence of **Band 5**


PD 5.1 Human Development

demonstrate self-management skills that enable them to make informed decisions for healthy living and exhibit attitudes and values that promote personal health and well-being within family, personal and community relationships.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

Human Development

- participate in scenarios that utilise skills in negotiating sexual behaviour, eg saying no, being assertive, negotiating the use of contraception **[Arts-CA] [Lit-LS]**
- critically examine ways in which sexual relationships are portrayed and promoted in society and relate these to experiences and aspirations of young people
- determine methods of prevention of blood borne viruses
- create safety plans to address a range of potential risks, eg vehicle, assault, rape, domestic and other violence, harassment in the workplace **[LT-P] [VL]**
- investigate in-vitro fertilisation programs, eg in relation to personal fulfillment, cost, access, levels of success, rights of people involved
- consider the morals and ethics of a range of activities in society and discuss the impact of these, eg monetary rewards, pride of accomplishment **[VL]**
- discuss the contribution that paid or unpaid life and work roles make to a person's sense of identity, and the possible impact on health of changes to work places, eg all dimensions of health **[VL]**
- identify skills necessary for healthy relationships, eg communicate in a positive and sensitive manner, listen, set goals **[VL]**
- explore the dynamics in relationships and how these impact on individual well-being, eg domestic violence, sexual harassment, emotional support
- discuss social issues and why these issues are contentious in some societies, eg in-vitro fertilisation, euthanasia, termination of pregnancy
- generate ways to open discussions with parents/carers, teachers and significant others **[VL]**
- examine the role of community attitudes, policies and laws in discouraging violence, eg domestic violence campaigns, harsh penalties for violence in sport
- identify skills necessary to adapt to relationships in new environments **[VL]**
- explore, with community elders, acceptable ways of dealing with strong feelings .

Enhancing Personal Development and Relationships

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

PD 5+.1 Human Development

explore different beliefs, theories and information about human development and sexuality and the influence on relationships of different cultural and personal understandings and beliefs.

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Human Development

- explain the various stages of foetal development
- identify factors that may complicate pregnancy and/or contribute to birth defects, eg substance use, genetics, nutrition, environment
- reflect on and evaluate how the media portrays sexuality issues, eg homosexuality **[Lit-RV]**
- explain transmission, physiology, treatment for sexually transmitted diseases, eg HIV/AIDS, hepatitis strains
- identify a range of legal sanctions concerning sexual behaviour, eg age of consent
- identify coping strategies to deal with sexuality issues
- compare the use of different forms of contraception and discuss problems associated with unwanted pregnancy
- compare different cultural and personal practices and rituals related to sexuality, eg courtship, engagement, betrothal, arranged marriages **[In 3]**
- discuss the role of sexuality as a factor in a wide range of interpersonal relationships
- discuss ways of maintaining own personal beliefs and views when interacting with people with different views **[In 3]**
- identify the values that underpin rules and laws that are important to young people, and establish own views of these values **[In 3]**
- investigate how the school meets students' changing roles and increasing level of independence
- reflect on and participate in activities to promote a positive self-concept
- discuss how different views about the roles of men and women might influence relationships
- identify examples of gender, cultural and national stereotyping in descriptions of certain groups, and explain how these stereotypes help shape attitudes to group members **[In 3]**
- examine how attitudes and views to particular groups are influenced by direct contacts with group members **[In 3]**
- demonstrate the skills necessary to cope effectively with changes in relationships
- determine and discuss decisions that need to be made associated with long-term relationships eg religion, culture and children
- discuss the interplay between strongly held beliefs, open mindedness and tolerance in relation to public issues such as open expression of sexuality, racial attitudes, or religious issues
- identify various aspects of relationships and discuss how these vary between people over time, eg emotional and sexual intimacy, friendship, commitment, trust and hopes
- identify ways of dealing with strong feelings and different situations in non-Indigenous contexts **[In 3]**.

Links

EsseNTial Learnings:

In 4, In 6, Con 1, Con 2

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy,
Learning
Technology,
Vocational
Learning

Participation in Physical Activity and Movement

Links

EsseNTial Learnings:
In 4, Col 3

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy,
Numeracy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

PA KGP1.1 Movement

engage in activities in a structured environment using a range of body movements

PA KGP1.2 Games

co-actively participate in a range of appropriate games

PA KGP1.3 Fitness

participate in activities that explore the use of their bodies and senses

PA KGP1.4 Participation

respond to physical activity.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

Movement

- tolerate movement through different environments, eg water, seating, transport, play/program equipment, toilet, shower **[LS]**
- localise movement of different body parts with physical or verbal prompts
- tolerate movement changes in terms of level, speed and direction, eg standing/sitting/lying/positions, turning, starting/stopping, travelling over various surface textures **[Arts-CrA]**
- demonstrate movements that resemble simple movement patterns with or without equipment
- respond spontaneously to movement stimuli, eg rhythm, beat, music, words **[Cr 1] [Arts-SkP]**.

Games [T&D]

- display a physical reaction to the use of simple directional cues in routine contexts
- move around the environment, eg negotiate furniture, inclines, textured surfaces, people, changes
- carry out simple directions within familiar activities
- tolerate and react to stimulus from others in play areas **[Arts-CrA]**.

Fitness

- show an understanding of participation in physical activity
- indicate areas of the school that are used for physical activity.

Participation

- indicate positive or negative reactions to different types of physical activity
- participate in a range of physical activities both alone and with others
- react to cues that liked or disliked activities are about to occur.

Participation in Physical Activity and Movement

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

PA KGP2.1 Movement

move around a structured environment and perform simple whole body movements

PA KGP2.2 Games

participate in organised activities where equipment is shared

PA KGP2.3 Fitness

participate in a variety of fun activities that encourage cardiovascular endurance

PA KGP2.4 Participation

participate in a range of physical activities.

Links

EsseNTial Learnings:
In 4, Col 3

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy,
Numeracy

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

Movement [Arts-CrA]

- use words/signs/pictographs to identify body positions, eg under, on, through [Lit-RV] [Num-SS]
- perform simple movement patterns including with equipment, eg run, jump, hop, skip, travel, crawl, roll, change direction, start, stop, bounce large ball with two hands
- participate in water awareness activities
- perform simple movement patterns in response to rhythm, music or words. [Arts-SkP]

Games [T&D]

- move within defined boundaries at school, eg outdoor area
- find a personal space within a defined play area, eg playground, block corner
- catch and/or stop a large ball travelling along the ground or through the air with two hands
- participate in a variety of different group games, eg rob the nest, busy bees, follow the leader.

Fitness

- recognise physical signs that indicate hot, cold, sweaty, puffed, thirsty, tired
- identify areas of the school used for play and list the types of games/physical activities that occur in the areas, eg cricket pitch, oval, basketball court.

Participation [SOSE-Soc]

- participate in outdoor and/or indoor recreation activities individually or in a group, eg sand and water, play, obstacle course, gardening, skating [LS]
- identify regular playmates and ways in which new or other learners could join in [Con 3]
- categorise physical activities according to those done individually, part of a family or other group
- discuss their reactions to physical activity, eg happy, tired, excited [Lit-LS].

Participation in Physical Activity and Movement

Links

EsseNTial Learnings:

In 4, Col 3, Con 3

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy, Numeracy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

PA KGP3.1 Movement

demonstrate simple movement patterns using various parts of the body

PA KGP3.2 Games

display confidence and safe practices in sharing equipment and playing games

PA KGP3.3 Fitness

identify their feelings during and after activities and games in a range of environments

PA KGP3.4 Participation

discuss ways to ensure the whole class is included in games and activities.



INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

Movement [Arts-CrA]

- combine simple movement patterns without equipment, eg stop, start, change direction, walk, balance
- combine simple movement patterns with equipment, eg bounce a large ball with one or two hands while travelling, climb over play equipment, log rolls down a slope
- tread water and propel self across pool wearing a flotation device
- perform water confidence activities, eg move through waist deep water to retrieve a floating object, float with assistance using flotation aids, enter and leave the water safely
- follow and repeat simple movement patterns in response to rhythm, music or words [Arts-SkP].


Games [T&D]

- move in space to prepare for physical activity, eg crawl like a baby, jump like a frog, run quickly
- throw under arm a beanbag or large ball to a wall target or partner and catch a ball thrown from less than two metres
- bat small ball with hand into air and bowl/roll along ground
- play traditional children's games from different cultures [SOSE-Soc]  
- show an awareness of safety rules and organisation associated with physical activity, eg respond to whistle, be fair, wear a bike helmet.

Fitness

- discuss how they feel before, during and after physical activity, eg excited, puffed, tired, hot
- talk about movement before, during and after physical activity using positional language, eg on, under, above, near, beside [Num-SS]
- identify areas of the school used for play and talk about who can use them, eg early childhood play equipment, basketball court.

Participation [SOSE-Soc]

- illustrate ways their family and friends can be included in physical activities at school, home and in the community [Arts-Res]
- list activities done as part of a family, class or community group, eg attend ceremonies, walk, swim, cycle, play games, gymnastics, soccer club [In 2] [Lit-W] .

Participation in Physical Activity and Movement

OUTCOMES

Learners demonstrating evidence of **Band 1**

PA 1.1 Movement

use simple movement sequences individually, in groups or teams

PA 1.2 Games

demonstrate basic motor skills in using equipment safely in a variety of play activities and games

PA 1.3 Fitness

compare aspects of both short and continuous periods of exercise on self and others

PA 1.4 Participation

identify ways of increasing own participation in physical activity.

Links

EsseNTial Learnings:

In 4, Col 3, Con 3

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy, Numeracy, Environmental

INDICATORS

Learners demonstrating evidence of **Band 1** for example

Movement [Arts-CrA] [Arts-Res]

- perform sequences of movement patterns individually and in groups, eg run, jump, crawl, skip and dodge
- control movements to show contrast of speed, direction, shape and level, eg skipping rope as individual/partner/team
- take weight on different body parts using small and large bases of support, eg hands, knees, feet, back, hips
- perform side rolls using stretched and tucked positions on padded and flat surfaces
- float with assistance without flotation aids
- propel body through chest deep water on front, back or side across the pool
- create, follow, repeat and alter movement patterns individually, with a partner, or in a team in response to rhythm, music or words
- demonstrate safe bike riding practices.


Games [T&D]

- play warm up games to prepare for physical activity
- throw, catch and kick a range of balls through the air and along the ground, individually and in groups
- strike a ball from a tee with a bat
- participate and follow rules in a range of group activities and minor games
- explain reasons for safety rules in physical activity, eg take turns, no running at the pool.

Fitness

- experience and describe the immediate changes in body temperature, perspiration, heart rate and breathing brought about by physical activity
- record own reactions to physical activity, eg 'I scored a goal.' 'I felt thirsty.' 'It was good fun.' **[Lit-W]**
- describe places set aside in the local community for play and express how these might be used, eg playground, school oval.

Participation [SOSE-Soc]

- list activities that girls and boys tend to do, identifying whether there are differences and explain why
- list physical activities children can participate in, eg play on climbing equipment, use sports equipment, join a sporting team, go fishing, hunting or camping, join in ceremonies, go on a nature trail **[Lit-W]** 
- express reaction to watching and participating in physical or recreational activities, eg excitement, interest, 'want to have a go'.

Participation in Physical Activity and Movement

Links

EsseNTial Learnings:

In 4, Col 3, Con 3

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy,
Numeracy,
Environmental

OUTCOMES

Learners demonstrating evidence of **Band 2**

PA 2.1 Movement

demonstrate control in performing sequences of simple movement patterns

PA 2.2 Games

apply motor skills with equipment in skill activities and minor games using safe and fair practices

PA 2.3 Fitness

actively participate in activities designed to develop aspects of fitness, such as cardio-respiratory, flexibility and strength

PA 2.4 Participation

identify and discuss physical activities family and friends participate in to be physically active.

INDICATORS

Learners demonstrating evidence of **Band 2** for example


Movement [Arts-CrA] [Arts-Res]

- control and sequence movements to perform a range of jumps for height and distance, eg long jump
- perform static balances to demonstrate different shapes by taking weight on different body parts
- perform shoulder rolls, forward rolls and backward rolls on padded and inclined surfaces
- use above-water and below-water arm recovery to propel body on front, back and side
- create and perform movements to music that vary in shape, size, direction and speed. [Arts-SkP]



Games [T&D]

- participate in appropriate warm up activities, eg stretch and run
- throw a ball to stationary and moving partners and strike a moving ball with hand, foot or small bat
- perform dribbling action with hand, foot or stick, changing speed and direction
- play dodging, chasing and avoidance games showing an awareness of space
- work cooperatively with others to move a ball among team members, eg modified team game
- participate in team games, eg Roo Ball, Side Line Basketball, Netta Netball, Continuous Cricket
- discuss the importance of safety issues in physical activity and apply these, eg rehydration, maintaining equipment, following road rules, wear elbow/knee pads for roller blading, safe aquatic procedures in pools, rivers and open water.

Fitness

- discuss activities people can do to maintain health-related fitness, eg ride a bike, go for a run, rock climbing, team sport, hunting activities 
- participate in a variety of vigorous activities that promote health-related fitness, eg obstacle course, flexibility activities, relays, relaxation activities
- talk about what they think fitness is, eg being able to run a reasonable distance, being strong.

Participation [SOSE-Soc]

- gather information from peers and family on recreation they prefer and why, eg playing sport, walking on the beach
- create a plan of the local area and identify safe places where groups can play and pursue outdoor activities, eg roller blading, cycle paths and climbing/play equipment [LT-P]
- participate in a range of physical activities including those from different cultures and disabled sports, eg boule, wheelchair basketball, cycling, orienteering, bushwalking, cross-country running, bush trips  

Participation in Physical Activity and Movement

OUTCOMES

Learners demonstrating evidence of **Band 3**

PA 3.1 Movement

safely perform movement sequences incorporating equipment and displaying consistency and control

PA 3.2 Games

perform motor skills proficiently and participate fairly and safely in modified games and sports

PA 3.3 Fitness

actively participate in a range of games, activities and sports that develop aspects of fitness

PA 3.4 Participation

explore influences that affect their own and others' participation in physical activity.

Links

EsseNTial Learnings:
In 4, Col 3, Con 3

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy, Numeracy, Environmental



INDICATORS

Learners demonstrating evidence of **Band 3** for example

Movement [Arts-CrA] [Arts-Res]

- run for speed and distance controlling pace and breathing while following curved and straight lines
- devise and perform sequences with partners or groups using apparatus and/or floor space, linking rolls, steps, balances, jumps and turns
- swim on front or back over distance using appropriate kicking pattern and arm stroke
- create and perform movement sequences demonstrating a coordinated response to music [Arts-SkP]
- participate in small group/class bike ride observing safety and road rules and demonstrating basic navigation skills in the school and outdoor environment.



Games [T&D]

- create a series of warm-up and cool-down activities appropriate for a particular sport or activity
- design and perform skills activities to improve performance of selected motor skills, eg hitting a target, scoring a goal, passing accurately
- organise and play dodging, chasing and avoidance games incorporating the use of a ball
- devise and apply simple team strategies in a modified game, eg attacking, defending, marking
- combine a series of skills in a modified team game with an emphasis on fair play and personal safety
- recognise the dangers within physical activities and take precautions to maintain safety, eg sun safety, rehydration, protective equipment, following rules, safe outdoor living skills.

Fitness

- explore and describe activities people do to maintain health-related fitness and why they choose these activities, eg Triathlon, team sports, Ten Pin Bowling, aerobics, self-defence classes
- energetically participate in physical and recreational activities designed to develop particular aspects of fitness, eg strength, endurance, flexibility.

Participation [SOSE-Soc]

- examine resources provided for girls and boys in schools and act to promote equal access to equipment and space
- describe and participate in physical activities including those from different cultures/ disabled sports, eg Sepaktakraw, wheelchair basketball, mountain biking, skateboarding, fishing, hunting, orienteering 
- recognise factors that make it difficult to participate in some physical activities, eg cost, time, weather
- explain how technological changes in society have influenced participation in physical activity eg, improved bike technology, scooter development, computer use, time saving devices-remote controls, use of cars rather than walk [LT-S]
- investigate how and why traditional hunting and gathering practices have changed in the community over time .

Participation in Physical Activity and Movement

Links

EsSEnTial Learnings:
In 4, Col 3, Con 3

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy, Numeracy, Environmental

OUTCOMES

Learners demonstrating evidence of **Band 4**

PA 4.1 Movement

develop coordinated actions of the body by performing and modifying movement sequences

PA 4.2 Games

devise and implement strategies and safe practices in games, using and adapting a range of complex motor skills

PA 4.3 Fitness

analyse their own and others views about fitness and plan their own fitness program

PA 4.4 Participation

plan strategies to ensure own ongoing participation in a variety of physical activities.

INDICATORS

Learners demonstrating evidence of **Band 4** for example

Movement [Arts-Da]

- correctly perform a range of motor skills with control and purpose, eg make a tackle, throw a discus
- devise and perform gymnastic sequences using apparatus and floor to link a range of movements
- demonstrate proficient skills in breast stroke, freestyle, backstroke and sidestroke
- create and perform dance sequences using a variety of styles, eg rap, folk
- participate in a guided cycle activity observing safety and road rules
- interpret information from a map and perform simple navigation skills, eg use a compass, take a bearing, plot a course.

Games [T&D-De] [T&D-Pr]

- perform appropriate warm-up, cool down and stretching before and after participation
- adapt throwing, kicking or hitting actions to cater for types of equipment, distance, speed and accuracy, eg torpedo kick/drop punt, hit/push, volley/drop shot
- devise a sequence of passes to score a goal in two-against-two attacks and defences
- apply concepts of attack and defence in games
- apply a series of skills and strategies in team games with an emphasis on safety and fair play
- devise own modified game with rules and codes of behaviour, eg fair play, respect for individual ability
- make decisions and communicate with others by assuming umpiring or scoring roles
- describe how activities during physical activity have implications for safety, eg dehydration, sunburn.

Fitness [Sci-WS]

- use a variety of tests to evaluate personal fitness and use results to plan and undertake specific health-related fitness activities
- set personal goals and plan for physical activity
- examine images in the media that promote fitness [Lit-RV].

Participation [SOSE-Soc] [LT]

- survey adolescents to identify their sporting and leisure needs and devise strategies to encourage their greater participation in games and physical activity
- plan and implement the promotion of a recreational/outdoor activity for a selected group in the school or community, eg for pre schoolers, older people
- analyse and actively participate in physical activities from different cultures and disabled sports
- work cooperatively in and lead groups to participate effectively in sporting/outdoor activities
- demonstrate skills in a range of outdoor education activities, eg canoeing, orienteering, bushwalking
- suggest suitable clothes and fluid intake for activities based on temperature and perspiration rates
- analyse media presentations of physical activity and suggest reasons for dominance of particular sports
- organise regular hunting/fishing trips with younger relatives

Participation in Physical Activity and Movement

OUTCOMES

Learners demonstrating evidence of **Band 5**

PA 5.1 Movement

perform movement skills at a level for confident and competent participation in physical activity

PA 5.2 Games

demonstrate strategies and tactics in games and sports to optimise performance and display leadership and collaboration skills in group and team situations

PA 5.3 Fitness

actively participate in activities designed to promote health-related fitness, such as flexibility exercises and cardio-respiratory endurance activities

PA 5.4 Participation

devise strategies to promote and encourage community involvement in physical activity.

Links

EsseNTial Learnings:
In 4, Col 3, Con 3

Learning Areas:
Refer to specific links listed below.

Perspectives:
Literacy, Numeracy, Environmental

INDICATORS

Learners demonstrating evidence of **Band 5** for example

Movement [Arts-Da]

- identify and apply established performance criteria in evaluating and improving movement patterns and performance across a range of physical activities
- identify errors in body position and form in their own performance (using digital camera, video analysis), and modify action in performing advanced techniques in selected activities **[LT-O]**
- recognise and report on errors in body position and form in others' performance and suggest areas of improvement.

Games [T&D-De] [T&D-Pr]

- develop and perform appropriate warm-up and stretching before and after participation
- adapt existing skills and strategies to gain an advantage and to meet the demands of new situations
- apply team and individual strategies to pressure an opposition player
- read the game play to adapt tactics to optimise team performance
- analyse and develop tactics that result in improved performance whilst maintaining fair play
- refine techniques and movements that reflect changed conditions, eg opposition defences, team structure, weather
- work collaboratively to organise a range of activities or a competition for others
- wear and maintain appropriate clothing/equipment and check safety of playing area or environment.

Fitness [Sci-WS]

- discuss different components of health-related fitness and analyse their importance for various physical activities, eg endurance, flexibility, strength
- identify a range of fitness programs and describe the advantages and disadvantages of such programs for different community groups, eg Active Australia, Life Be In It
- set personal fitness goals, undertake a program of activities to develop personal fitness and examine factors that may impinge on the success of their personal fitness program.

Participation [SOSE-Soc] [LT]

- analyse campaigns aimed at encouraging physical activities for girls **[Lit-RV]**
- design, implement and evaluate a hydration program to ensure safe practices during physical activity
- actively participate in outdoor education activities and evaluate the associated risks and the need for safe practices
- actively participate in a range of competitive and/or recreational activities, eg skateboarding, aerobics, yoga, sporting teams
- analyse factors that make it difficult for people to participate in physical activity, and devise possible solutions, eg cost, isolation, responsibilities, time, physical ability
- report on the opportunities for work and careers in the recreation/outdoor/leisure/sport industrie. **[VL]**.

Participation in Physical Activity and Movement

Links

EsseNTial Learnings:

In 4, Cr 1, Col 3, Con 3

Learning Areas:

Refer to specific links listed below.

Perspectives:

Literacy, Numeracy, Environmental

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

PA 5+.1 Movement

evaluate the movement performance of others and provide feedback on how to improve a component of a movement pattern

PA 5+.2 Games

critically evaluate the skills and strategies used in a sport and devise and implement a game plan for an individual or a team physical activity

PA 5+.3 Fitness

investigate how different components of fitness contribute to the well-being of people at different stages of their lives

PA 5+.4 Participation

evaluate the factors that influence individual and community views on sport, recreation and leisure.

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Movement [Arts-Da]

- demonstrate consistent application of advanced movement skills in selected activity
- explain the advantages and disadvantages of different tactics and strategies
- apply simple biomechanical principles to improve movement skills.

Games [T&D-De] [T&D-Pr]

- critically analyse a sport to identify practical/technical skills to optimise the performance, eg set plays
- design drills to improve a set play for a team game
- select and apply team and individual tactics to a team game
- implement suitable responses to game plans
- devise a checklist to provide feedback to a team to improve performance
- assume umpiring and scoring roles, eg SEPEP.

Fitness [Sci-WS]

- investigate the popularity of community fitness activities, eg Corporate Cup, Masters Games **[LT-R]**
- research the evolution of contemporary fitness training systems and experience elements of those systems, eg Fartlek, Nautilus, resistance bands, Swiss balls **[LT-R]**
- design and complete a test to measure components of fitness appropriate for a sport or activity.

Participation [SOSE-Soc] [LT]

- evaluate the equity of funding for different national, state and local recreation/leisure/sporting groups
- formulate options for providing facilities to overcome barriers to participation
- evaluate programs or strategies that encourage gender equity in physical activity
- examine the opportunities for different population groups to participate in physical activity, eg Indigenous, aged, isolated, disabled
- actively participate in a range of activities within the school and outdoor environments to explore the concept of adventure, distinguishing between perceived and actual risk
- actively participate in, and discuss the impact of challenging activities on the natural environment
- discuss the challenges involved in participating in international competitive sport and analyse the personal and social consequences of failing to achieve success, eg community expectations of Olympic athletes, drugs in sport
- analyse how the media and advertising influence the promotion of, participation in and watching of sport, recreation and leisure activities **[Lit-RV]**.